



SEND Information Report 2025-2026



THE LIMES
PRIMARY ACADEMY

Welcome

At The Limes, we believe all children can achieve. We provide a broad and balanced curriculum for every child, which meets individual needs.

Our SENCO Mrs Southernwood supports and coordinates provision for children with special educational needs.

If you are concerned about your child's progress or development, please speak to the class teacher in the first instance. The teacher can then request SENCO support or advice if needed.

If you would like to arrange a meeting with me, please speak to the school office and I will be happy to get in contact to organise this.

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What types of SEND are provided for?

The Limes Primary Academy School is an inclusive school and offers a range of provision to support children with Special Educational Needs and Disabilities (SEND), which include language, communication and interaction needs, learning difficulties, social, behavioural and emotional health difficulties, sensory difficulties and physical needs.

SEN is categorized into 4 broad areas of need, they are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and Physical

Some pupils may have multiple areas of need across different areas. Some pupils may need support in just one area.



How do we identify children who need extra help?

At The Limes, teachers and staff continually discuss and adapt to the needs of their pupils, ensuring 'quality first teaching'.

Where pupils are still experiencing difficulties, teachers work alongside the SENDCo to apply a 'graduated approach'.

Teachers, leaders and the SENDCo also regularly identify and discuss pupils' developing or changing needs through regular pupil progress meetings.



What happens if my child needs extra help?

If the school identifies your child is not making expected progress, or there are concerns about their speaking and listening skills or other development, the school will set up a meeting to discuss this with you.

We will:

- Listen to any concerns you may have
- Plan support or intervention
- Discuss any referrals or assessments to outside professionals
- Discuss adding your child to our SEN register



What should I do
if I am concerned
about my child's
progress or
development?

Your first contact for discussing your child's progress should be your child's class teacher.

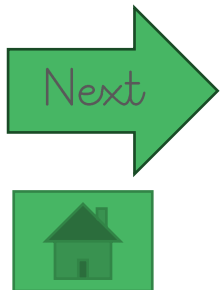
You can also make an appointment to discuss your concerns with the SENCO but it is helpful if the class teacher is aware first as they can support this initial discussion.

Our school SENCO is Mrs Southernwood.



What is the graduated response?

Quality First Teaching



Stage 1: Quality First Teaching.

All teachers work incredibly hard to adjust the learning in class and meet the varying needs of pupils.

Our class routines and adaptations are strategies that are beneficial to a range of needs and we find they are supportive of many children regardless of need or diagnosis.

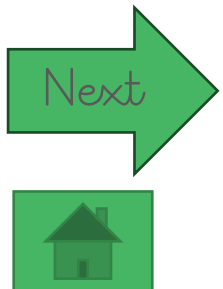
Through quality first teaching and universal offer many needs can be supported well within the classroom.

What is the graduated response?

Stage 2: Assess, Plan, Do, Review Cycle.

The school will assess a child's needs and any barriers to their learning and plan steps or interventions to remove these. After this support has been in place, its impact is reviewed. This is documented on pupils' learning plans.

Another cycle will then begin, ensuring appropriate support is in place and adapting to pupils' needs and progress.



What is the graduated response?

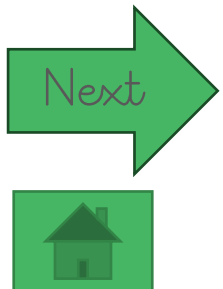
Stage 3: More Advice is Needed

If the pupil is making less than expected progress, despite evidence-based support and intervention, further advice can be sought from various teams including specialist teachers and educational psychologists.

We may also support referrals to external agencies such as Health, Mental Health, Social Care or Early Help.

This will be discussed with parents and carers.

New learning plan cycle begins.



What is the graduated response?

Stage 4: Higher level of support or intervention is needed

If there are still barriers to learning or more complex needs, this will be discussed with parents.

If appropriate, we work together with families to discuss the provision in place for a child and decide if/when statutory assessment is appropriate. If need is beyond what is ordinarily available, an Educational Health Care Needs Assessment can be requested. An EHC Needs Assessment is usually requested by the school but can be requested by a parent.

One possible result of an EHCNA request is an Educational Health Care Plan (EHCP). An EHCP is a document which sets out the education, health and social care needs of a child and the support that is necessary to help them to progress and achieve their outcomes (for some this may be up to age 25).

Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil at an Annual Review meeting.



Who leads Special Educational Needs?

Meetings or phone calls can be arranged with Mrs Southernwood (SENCO) through the school office.

The school's special educational needs coordinator is Mrs Southernwood. The SENCO is responsible for:

- coordinating all of the support for children with SEND and developing the school's SEND Policy to make sure all children get a consistent, high-quality response to meeting their needs in school
- ensuring that you, as parents/ carers, are involved in supporting your child's learning and kept informed about the support your child is getting
- liaising with external professionals who may be coming into school to help support your child's learning e.g. Speech and Language Therapist, Educational Psychologists, occupational therapist etc. updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are records of your child's progress and needs
- maintaining the school Map of Provision which lists all types of support every child on the SEN register has
- providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible
- reporting progress of children with SEND to the Senior Leaders
- running effective Professional Development sessions for teaching staff or organise high quality INSET for staff to attend to increase skills and knowledge to meet a particular need



What support and adaptations are used?

We are continually working to adapt and add to our universal offer (outlined below) to meet the diverse needs of our learners.

It is desirable that most learning, support and adaption will take place in the context of the classroom, however it may also be necessary or appropriate for your child to attend an effective, bespoke intervention away from the main classroom.

Environment	Visuals and routines	Adaptive teaching and scaffolding	Tools	Communication and Language	Regulation and Wellbeing
Our classrooms and communal areas are purposefully and consciously organised. Cognitive load has been considered to create calm and pleasant environments to enable regulation, focus and understanding.	Our school recognises the value of clear communication and routine.	Our staff work to adapt for, and engage all pupils, in a way relevant to their needs. Practice is informed by formative and summative assessment	Our school embraces the use of tools and devices that work best for each individual, at any given time.	Our staff and pupils have developed shared strategies for effective communication and understanding to best support learning.	Our school promotes positive understanding of emotion and wellbeing and recognises this as an essential foundation for learning.
You will notice: - Low- stimulation displays. - Working walls and washing lines relevant to current learning. - Placement of working walls and washings ensure clear vision. - Clear, uncluttered corridors and classrooms. - Reading corners with soft furnishings.	You will notice: - Consistent routines and clear expectations to gain attention eg. (1,2,3, show me), 'Limes listening' and 'magnet eyes'. - Explicit modelling of routines and learning behaviours. - Visual timetables in each classroom. - Coreboards to support communication in key communal areas. - Visual timers or count downs.	You will notice: - Use of scaffolded resources. - Use of knowledge notes to support learning and understanding. - Use of concrete/ physical resources eg. in maths. - Adaptive and scaffolded questioning. - Cold calling – lolly sticks. - Using 'my turn, our turn, your turn' approach to modelling. - Individualised targets/ challenges.	You will notice: - Fidget tools such as mesh marbles, stretchies or chew buddies to support various needs. - Ear defenders and other sensory tools where it is supportive to adjust the sensory perception of the environment. - Coloured overlays and adjusted screen brightness/ colour where needed. - Other sensory/ environmental adaptations such as wobble cushions or chair bands.	You will notice: - Consistent, shared language for expectations. - Consistent behaviour system and restorative practice. - Promoting and celebrating our Learning Powers (Responsible, Resilient, Reflective). - Social stories and conversation cartoons used as needed. - Explicit teaching of vocabulary. - Use of symbols to prompt and aid understanding.	You will notice: - Soft start and meet and greet at the beginning of the day. - Zones of Regulations language and visuals in each class. - Movement breaks, used for whole class and individuals. - Whole class meditation and mindfulness activities daily. - Restorative approach to support and reflect. - Sensory circuits and application of principles of alert, organise and calm.



How are the school's resources allocated and matched to children's special educational needs?

The school is able to apply for High Need Funding for SEND provision for those pupils with particularly high need. This is used to contribute towards funding support staff, buying resources, running intervention programmes and accessing training.

The allocation of funding is reviewed each term as the needs of the current SEND children are assessed. The allocation of this budget and the support that has been provided will be reviewed and evaluated yearly by the SENCo, the Head Teacher and the Governors.



What are the arrangements for parents to contribute?
How are parents involved in the school?

At The Limes Primary Academy we value the contribution that parents and carers make to the school and offer many opportunities to be involved. We hold regular parent-teacher meetings to discuss progress, attainment, learning plans and consistent behaviour management plans of children.

At The Limes we encourage our parents and carers to discuss any concerns and thoughts with us. We ensure that parents can contact us by phone or email and through informal discussions. Individual appointments for deeper discussions around the needs of the child can be booked via the office.

Parent and carers are also welcome to attend our regular SEND cafes and events to share information for opportunity to informally discuss your child's/ children's SEND needs.



How does the school consult with my child about their SEN needs?

At The Limes we value the child's voice and ensure this is captured by taking a person-centred approach. We do this through discussing learning plans and targets with pupils, as appropriate, and capturing pupil voice during monitoring.

Class teachers regularly have informal discussions with pupils around their learning and gain pupil voice on how they view their progress and support. The SENCo also regularly meets with pupils to discuss their progress, learning and provision.



How will school communicate about children's progress?
How will school help me to support my child's learning?

We have parent-teacher meetings in the autumn and spring term to discuss progress. We also provide a written report in the summer term.

Children on the SEND register also have learning plans and parents are invited to contribute termly to review and discuss progress and provision in place.

Class teachers are happy to discuss your child's progress or to share information about what is working well at home and school so similar strategies can be used. It may also be appropriate to meet with our SENCO to discuss progress, diagnosis or concerns. You can request a phone or in-person appointment via the school office.

Occasionally, with your consent, outside professionals will be involved for further advice. This can be discussed with you and the external agency involved. Often, outside professionals are able to suggest strategies that we can use at school and at home to support your child.



How will school staff support my child?

The class teachers are responsible for planning and delivering high quality teaching for all the children in their classes. The SENCo is responsible for overseeing the provision for all the children with SEND in the school and will support the class teachers to teach the children in their classes who have additional/different needs. The SENCo also co-ordinates the support staff who work with children that have complex needs.

How will the curriculum be matched to my child's needs?

All class teachers are expected to provide challenge matched to the pupils' abilities and needs in all lessons so that all children receive the appropriate level of support to help them to make progress. This may be done through giving children slightly different tasks, giving them more resources to help them complete the task or giving them more adult support. Some children will need to work at a different level and/or pace to other children and the class teacher will be supported by the SENCo to plan for this.



What specialist services and expertise are available at or accessed by the school?

In addition to the school SENCo, we also have:

- A THRIVE trained practitioner
- Key adults who support vulnerable children throughout the day, especially during unstructured parts of the day
- LSAs trained in delivering interventions

The school works with a number of external agencies to seek advice and support when needed, to ensure that the needs of all children are fully met. We refer children for assessment and advice from a wide range of other professionals, including:

- Specialist Education Services (SES): Cognition and Learning, Communication and Interaction, SEMH and Sensory/Physical, Graduated Response Stage 3, Whole School Inclusion Service and The Alternative Tuition Service
- Support for learning services- Hearing/ Visually Impaired
- School Nursing
- CAMHS - Child and Adolescent Mental Health Service
- Children's Social Care
- Educational Psychologist

If school think that a referral to one of these professionals is needed the SENCo will speak to you. If you feel your child needs extra support from one of these agencies please see the class teacher or the SENCo.



What training have the staff supporting children and young people with SEND had?

All staff have regular Safeguarding training and up to date training on the SEN legislation. They are regularly updated and supported on how to identify children with special educational needs through training sessions or termly meetings with the SENCo.

The school has a comprehensive programme of professional development which includes training from the SENCo and outside experts on many areas of SEND. Staff have regular staff meetings in which SEN updates are discussed. Staff are continually being supported to increase their awareness and knowledge of SEND.

Support staff who work with children with SEND will access outside training specific to the children's needs. They are constantly upskilling themselves to meet the needs of the children in their care.



How accessible is the school environment?

As part of our School Accessibility policy, we ensure that the school is accessible to all our children. Where necessary we will ensure that arrangements are made to cater for ongoing needs for all our children. This may be a habituation report for children with visual impairment or ensuring that all areas are able to be accessed for a child who uses a wheelchair for example. When needed we can access interpreters/advocates when necessary for meetings with families and other professionals for families for whom English is not their first language.

How will my child/young person be included in activities outside the classroom including school trips?

We always aim to include everyone in trips and activities and will work with the family and activity provider to make sure children with SEND can be included by making reasonable adjustments to travel arrangements, support arrangements or other adjustments as needed.



How will The Limes Primary Academy prepare and support my child for transitions to, from or within school?

All children who join the school mid-year will be assessed to find out what support they may need, if any. For children who have already been identified as having SEND the SENCo will liaise with the previous school to discuss what support was in place and gather all the necessary information as well as discussing with the parent/carer to build understanding of the child's needs.

What are the arrangements for supporting transition including educational phases?

Transition between classes and key stages will be supported for all children. For children identified as needing additional support, a transition booklet may be used, extra visits or other planned activities will be implemented to aid the transition.

Those pupils who are in a school phase transition with an EHCP will have their Annual Review in the Autumn Term before the transition in order to provide a formal opportunity to plan transition with parents and all other agencies involved. Pupils who are moving between year groups within school have transitional support in the summer term dependent on their individual needs and circumstances.



What should I do if I have concerns or complaints?

We encourage parents to get in touch if they have concerns or queries about their child's learning. However, if you are unhappy with the special educational provision that your child is receiving:

Your first approach is to speak to your child's class teacher – you can visit or telephone the school office to make an appointment.

If the problem or concern persists, the next step is to speak to the SENCo by arranging an appointment via the school office.

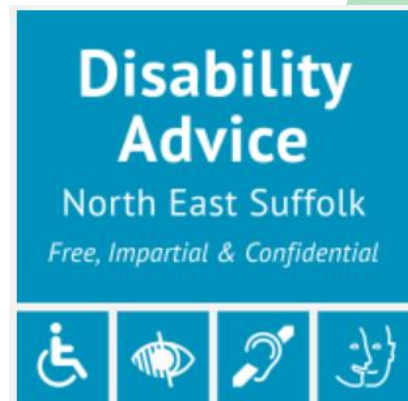
If necessary, the next step is to approach the Head Teacher; you can make an appointment via the school office. It is the Head's job to hold staff to account if things are not right, or to explain why the school is unable to meet a request. We encourage parents to share concerns early so that they do not become a problem.

If your concerns are not resolved, please see our Complaints Policy for advice on how to proceed, this can be found on our school website.

All complaints should follow the school complaint procedure.



Who else can advise/ help?



Suffolk Local Offer:

<https://www.suffolklocaloffer.org.uk/>

SENDIASS Suffolk – online and by phone
01473 265210

Family Action – gorleston@family-action.org.uk

DANES – 01502 511333
info@danesonline.co.uk